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ABSTRACT

Although many people have been trained to teach, few have received instructions on group leadership skills. Suggestions for helping group facilitators to become effective group leaders are discussed in this book. In order to address the concerns of readers who may be new to peer helping, chapter 1 covers basic issues. Experienced teachers can begin with chapter 2, which discusses the qualities of a good peer-helping leader. Chapter 3 covers the interpersonal needs that students address through their participation in a peer-helping class. Stages in the growth of a peer helping class are outlined in chapter 4. Chapter 5 presents leadership steps for ongoing work with a class as a group and in chapter 6 factors that account for what makes a peer-helping class supportive, helpful, and effective are identified. The establishment of group norms and rules, along with group leadership skills, are covered in chapters 7 and 8. Chapter 9 answers some of the common questions asked by peer helping teachers and chapter 10 examines the frustration arising from group transfers. The last two chapters outline different models of peer helping and offer reminders pertaining to the group leader's role. (RJM)

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